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JOHN DE LA HOWE SCHOOL



ANNUAL REPORT 1993-1994

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State of South Carolina
John de la Howe School

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McCormick, South Carolina 29835-9721



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October 31, 1994

The Honorable Carroll A. Campbell, Jr.
Governor, The State of South Carolina
The State House, 1st Floor, West Wing
Post Office Box 11369
Columbia, South Carolina 29211

Dear Governor Campbell:

As Chairman of the John de la Howe School Board of Trustees, I take great pride in submitting the 1993-94 Annual Report for John de la Howe School. This report clearly indicates that John de la Howe School is responsive to the needs of children and families in South Carolina. Existing programs are constantly evaluated and updated as necessary. When the need or opportunity is presented, new programs are created to ensure that proper services are delivered.

The John de la Howe School Board of Trustees willingly takes the lead in formulating policies that direct the mission of the Agency. I am pleased to report that each Board member contributed significantly to this process and the overall success of the Agency.

The entire John de la Howe School family joins me in expressing our appreciation to the Governor's Office and the members of the General Assembly for your commendable leadership and support during the past fiscal year.

Sincerely,

F. E. Grier, Chairman
Board of Trustees
John de la Howe School

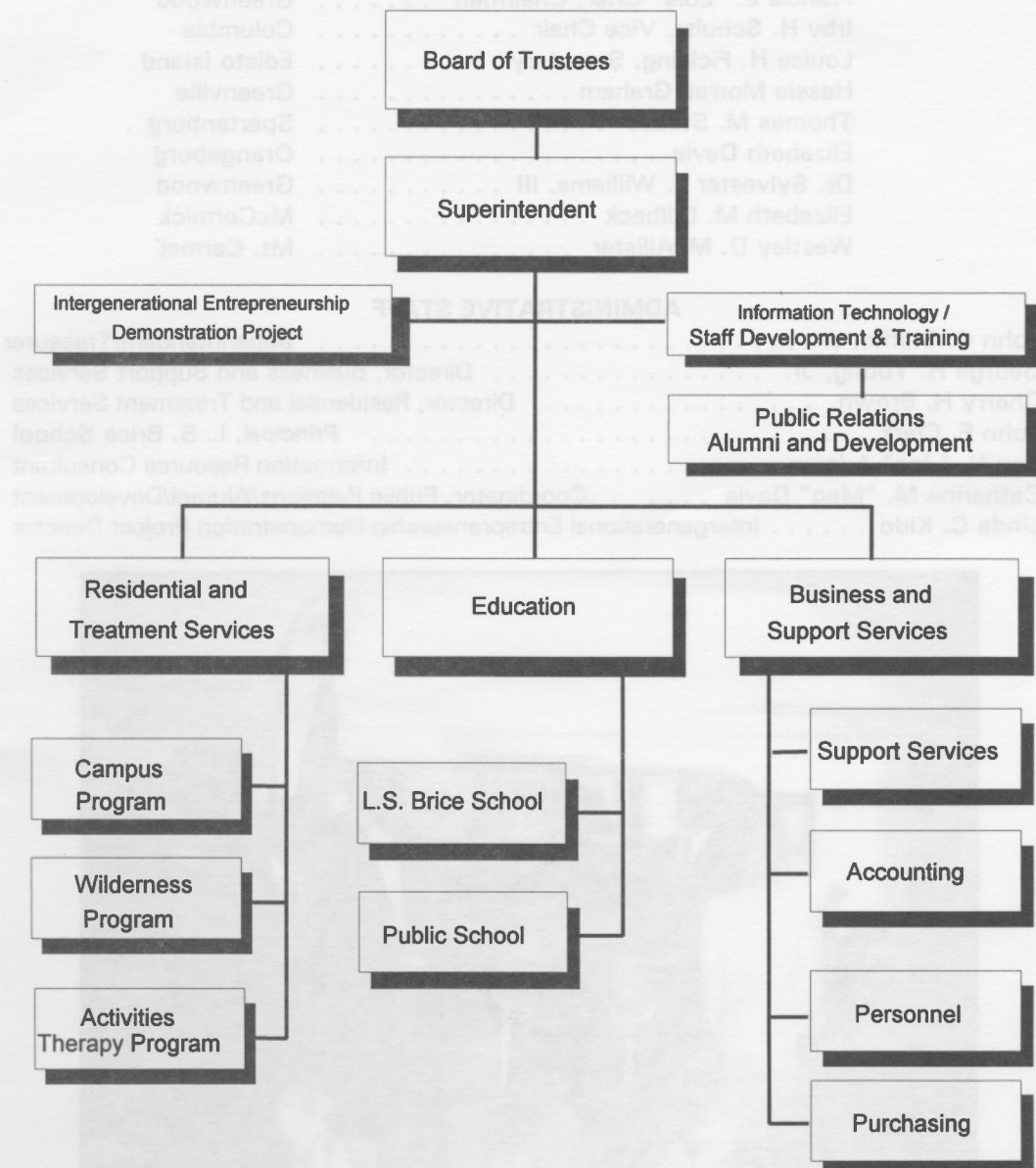
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John de la Howe School

Organizational Chart



STATUTORY AUTHORITY

1976 Code of Law 59-49-10. Establishment of John de la Howe School. There is hereby established under the provisions of this chapter an institution to be known as the John de la Howe School. History: 1962 Code 22-501; 1952 Code 22-501; 1942 Code 5480; 1932 Code 5676; Civ.C. 22-2757; 1918 (30) 803; 1937 (40) 216.

1976 Code of Law 59-5-140.

1976 Code of Law 43-130.

1985 Amendments: Sections 59-49-20, 59-49-60, 59-49-100, 59-49-110, and 59-49-150; Repeal: Section 59-40-50.

BOARD OF TRUSTEES

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Cherry H. Brown	Director, Residential and Treatment Services
John F. Clark	Principal, L. S. Brice School
Ray N. "Joe" Adams	Information Resource Consultant
Catherine M. "Meg" Davis	Coordinator, Public Relations/Alumni/Development
Linda C. Kidd	Intergenerational Entrepreneurship Demonstration Project Director



John de la Howe School Board of Trustees, L-R: Hessie Morrah Graham, Westley McAllister, Louise Fickling, Betsy Dillbeck
F. E. "Ebie" Greer, Elizabeth Davis, Irby Schultz, Sylvester E. Williams, III and Tommy Stokes

HISTORICAL STATEMENT

John de la Howe School is a group child care agency for school-age children and young people who need placement as a result of some individual, family or community circumstance. The School was founded in 1797 according to the Will of Dr. John de la Howe, a Frenchman, who settled in New Bordeaux with the French Huguenots in November 1764. Originally named the Lethe Agricultural Seminary, John de la Howe School was first established to care for and educate twelve poor boys and twelve poor girls whose parents had resided in Abbeville County for at least six years. Dr. de la Howe received his idea of a manual training school from the April 1787 issue of "The Columbia Magazine" published in London, England.

John de la Howe School is the oldest State institution in South Carolina and the second oldest in the Carolinas. Also recognized as the oldest manual training foundation in America, the School is located eight miles northwest of McCormick on State Highway 81. The de la Howe property comprises 1,216 acres in McCormick County on a peninsula formed by Little River and Long Cane Creek. McCormick County was formed from parts of Abbeville, Greenwood and Edgefield counties in 1916. Approximately one hundred and twenty acres of the forest surrounding the tomb of Dr. de la Howe were selected by the Society of American Foresters for the "Natural Areas" program. The National Park Service lists this tract as a "Registered Natural Landmark." In addition, the area is designated a "South Carolina Heritage Trust Site" and is recognized by the South Carolina Wildlife and Marine Resources Commission as an outstanding example of a virgin southern piedmont forest possessing exceptional value in illustrating the natural diversity of South Carolina. John de la Howe School is listed in the "National Register of Historic Places."

The Agricultural Society of South Carolina was the original agency designated to carry out the provisions of Dr. de la Howe's Will. In 1918 the State of South Carolina assumed control of the School, and children were accepted for placement from all parts of the State. The School was originally located at the home-site of Dr. de la Howe. During the 1800's, the campus location moved to near the vicinity of the present campus entrance and, in 1918, to the current site. In 1918 a large, stone building was constructed to house offices, the school, sleeping quarters, the kitchen, and dining hall. In November 1937, a fire destroyed the "de la Howe Hall." The present administration building and nine cottages were constructed in 1938 and 1939. Since then many modern facilities have been added, including three cottages, a chapel, a cafeteria, the school and activities building, and an infirmary.

Presently, public and private agencies and families refer more than 200 children and young people to John de la Howe School for residential services each year. A highly structured program, supervised by caring, dedicated staff, meets the needs of students accepted for placement at John de la Howe School.

DEPARTMENT REPORTS

ADMINISTRATION

John C. Shiflet, Jr.
Superintendent/Treasurer

The John de la Howe School Board of Trustees is appointed by the Governor, with Senate confirmation. The Board assures the mission of the Agency meets the requirements set forth by the General Assembly. The Board of Trustees sets policies and determines program directions resulting in quality services offered to children and families throughout the State of South Carolina.

The Superintendent and Treasurer of John de la Howe School is elected by the Board of Trustees. He is responsible for selecting and supervising staff, ensuring compliance with Board and State policy, managing all school properties and facilities, and planning, implementing and supervising the various programs designed to meet the needs of the children and families referred to John de la Howe School.

During the 1993/94 fiscal year, there were no changes among the membership of the John de la Howe School Board of Trustees. This group of dedicated South Carolinians met faithfully during the year to guide the policies and programs of John de la Howe School. We are fortunate to serve with such an outstanding group of professionals.

The programs of John de la Howe School continue to evolve to meet the needs of South Carolina's children and families. As you read this report, you will discover the talents of many dedicated staff members. We are fortunate to have such a team working with South Carolina's troubled children and families. As in all Annual Reports, I encourage all South Carolina citizens to visit John de la Howe School and see how their tax dollars are wisely expended.

Information Technology/Staff Development and Training

Joe Adams, Information Resource Consultant

This position is responsible for the management of the Agency's local area network and coordinating staff development and training activities. Many other duties also are performed in support of the Superintendent, Public Relations/Alumni/Development and other department directors, staff, and Clemson University's Strom Thurmond Institute. During this reporting period, John de la Howe School received approval of over \$130,000 in grant requests. Two major projects highlight our efforts to secure additional resources: **CASE**(Community Alliance for Substance Education) and **CLAS** (Computer Learning for At-risk Students). **CASE** is a joint effort with the McCormick County School District and the Greenwood, Edgefield, McCormick Commission on Alcohol and Drug Abuse (GEMCADA) to train counselors, nurses, social workers, and psychologists to provide counseling and referral services for students and families considered dysfunctional due to substance abuse issues. In May 1994 we were awarded more than \$80,000 to develop a curriculum for more than 75 professionals and 1,520 "high-risk" youth. **CLAS** is the culmination of a three-year effort to implement an integrated software curriculum for John de la Howe School students. Although many small grant requests were combined to build on this concept, the effort was highlighted with a \$35,000 matching grant from the Self Foundation, Greenwood,

South Carolina.

Our Agency's local area network is the resource for word processing, data base, and financial management for all departments. Many State-directed programs are supported: Osiris (Department of Education), BARS/STARS (Comptroller General), Information Technology Plan (Division of Information Resource Management). The BARS accounting system was added to our network this year and has provided our accounting staff with more flexibility and reliability in the management of our fiscal resources. The combination of business and education activities has more than doubled the size of our network in a very short time.

The Duke Endowment's Consultation/Training Reimbursement program, administered through the South Carolina Association of Children's Homes and Family Services, made available \$3,543 in matching funds for child care-related training. John de la Howe School typically expends more than \$10,000 annually in employee training and attendance at professional conferences and workshops. We also train some employees as trainers to help deliver in-house programs to maximize the effectiveness of our training expenditures.



1993 Staff Training Week: "Together Everyone Accomplishes More!"

Our annual Staff Training Week is designed to bring the entire staff together to focus on our overall mission and prepare for the new school year. Various activities take place to emphasize team building, improve morale, and increase professional knowledge. This year our staff was introduced to the principles of Total Quality Management, participated in a team building activity, received Group Dynamics training from Clemson University staff, discussed the Intergenerational Entrepreneurship Project and other activities related to the new school year.

Research efforts by Clemson University's Forestry Department continued in the "Natural Area" surrounding the tomb. David L. White, an ecologist with the U. S. Forest Service research unit, conducted an inventory and study of our old-growth short-leaf pine-oak forest. As information is collected and assimilated, we hope to continue to learn more about the history of this unique tract. Our association with Clemson University through the Strom Thurmond Institute continues to provide opportunities to enhance the education and development of many South Carolina citizens.

Public Relations, Alumni and Development
Meg K. Davis, Coordinator

With John de la Howe School's 200th Birthday quickly approaching, we continue to put our Bicentennial Planning Committee to work. Sub-committees are busily preparing a history book, designing a logo, and coordinating activities. The celebration will begin with the 1996 Alumni Reunion on October 5, 1996. Other events include "de la Howe Day" at the State House, a Dairy Festival on campus and a grand finale event still in the planning stages. The Bicentennial Committee, the de la Howe staff and alumni, and our many supporters are excited about celebrating 200 years of service to the children and families of our State.

John de la Howe School uses the local and regional media as an avenue for citizens to recognize the accomplishments of our students and to keep all informed of our programs. Press releases are sent to local newspapers weekly. The circulation of the Quarterly Bulletin continues to grow and capture new donors and interest. Our office schedules tours for special interest groups, schools, the media, and church groups regularly. Howe Highs is the biweekly informational resource for employees. The de la Howe story traveled to Columbia, Abbeville, McCormick, and Greenwood over the past year. We also experience a large number of visitors to the campus from across the State. Civic organizations' banquets, visits from child care professionals, former students and staff give us opportunities to promote the programs at John de la Howe School.

The John de la Howe School Alumni Association is a tremendous asset. Association members raised almost \$8,000.00 for our 200th Birthday Fund, helped defray school yearbook costs, and furnished scholarship gifts to seniors on Honors Night. They also plan to sponsor the 3rd Annual John de la Howe School Alumni Association Golf Tournament in September 1994.

The Amelie C. McCann scholarship is helping four students in institutions of higher learning. All graduating residents of John de la Howe School are eligible for this important financial assistance. The total disbursed from the account during this year was \$22,764.03.

Staff and students took a moment to remember Dr. de la Howe with a Founder's Day Wreath Laying Service at the tomb on January 24, 1994. This event provided an opportunity to reflect on what we do and the reason we're here -- helping children deal with the myriad of issues affecting their lives.

Participation and support of Howe-To Industries are an important function of Public Relations. Working through Howe-To Industries' Activities and Events Committee, our senior volunteers and students sponsored many events like the Easter Eggstravaganza, a Christmas Open House, and various performances by local talent. A Dairy Festival is planned for June 3, 1995, and we hope this event can become an annual celebration of the dairy business.

As the fiscal year ends, we are looking forward to another Alumni Reunion on the campus July 9, 1994. This event continually reminds the staff how much de la Howe has done for so many throughout its history and helps all of us face the many challenges the coming year will bring.

Howe-To Industries
Intergenerational Entrepreneurship Demonstration Project
Linda Kidd, Project Director

The Intergenerational Entrepreneurship Demonstration Project is a three-year grant funded by the AARP Andrus Foundation and administered by Clemson University's Strom Thurmond Institute. This project is now in year two of the grant period. Howe-To Industries was formed this year from the merger of the Enterprise Market Program and the Intergenerational Entrepreneurship Demonstration Project and continues to have a positive impact on its participants. Through sharing and learning together, the youth, staff, and senior volunteers in this program have established meaningful relationships and developed a successful business enterprise at The Barn that has also strengthened the McCormick community.

Major volunteer recruitment efforts included two Barnyard Parties at The Barn for all senior residents of McCormick County. The first was held in July and was attended by approximately 140 older adults from which eleven new volunteers were identified. Because May is Older Americans Month, the 1994 Barnyard Party was held during that month. Approximately 165 older adult guests joined us for Barnyard Party II; of that number seven new volunteers joined Howe-To Industries.

All volunteers, youth, and staff in the program participated in intensive training sessions during the months of July and August. Orientation, Group Dynamics, Community Awareness, Basic First Aid, Marketing, Working With At-Risk Youth, Sensitivity to Older Adults, Oral History, and Racial/Ethnic Understanding were identified as essential training areas. The ultimate goal of the Howe-To Industries training program was to adequately and properly equip all participants to be better able to understand each other and work together. Bimonthly volunteer networking luncheons at The Barn provide additional opportunities for community building.

Howe-To Industries was presented to national conferences in California, Texas, Pennsylvania, Washington, D.C., North Carolina, and in South Carolina. In October, a youth participant presented her first place essay on "The Benefits of Working With Older Adults" to the National Association of Recreation and Parks conference in San Jose, California. Youth and volunteer participants attended a Festival and Event Managers' Workshop at Clemson University in November, and four senior volunteers represented Howe-To Industries at the Annual Winter Conference of the S. C. Association for Volunteer Administration in January.

Significant improvements were made to the physical structure of The Barn. Volunteers and youth constructed and installed wooden shelving units throughout the market area. John de la Howe School purchased a cooler for the market, and a new sign with changeable lettering was purchased and installed at the entrance to The Barn. Youth and staff responsible for grounds maintenance at The Barn have beautifully landscaped and planted all beds surrounding the building, making both the inside and outside of The Barn truly showcases for the productivity of Howe-To Industries.

The Barn has been open for business each Saturday from 9:00 a.m. to 5:00 p.m., except for one Saturday in January when the weather was extremely cold. Youth and volunteers operate the market on Saturdays, greeting customers, conducting tours, and making sales transactions. A special Christmas Open House held in December was very successful. Other special seasonal events were held such as a Black History Month Art

Auction, "Eggstravaganza" (community-wide Egg Hunt) at Easter, and Crappie Fishing Tournament in May.



Staff, students, and volunteers work on products to be sold in "The Barn."

Efforts to increase community awareness of Howe-To Industries this year by exhibiting at the two festivals held in McCormick County were successful. A hands-on demonstration of the sharing of life skills between the generations was exhibited at the Savannah Valley Heritage Festival in September, and a booth with products for sale was sponsored by Howe-To Industries at the Gold Rush Festival in June.

Through monthly meetings of the Howe-To Industries Board of Directors and five committees (Accounting, Activities and Events, Staffing/Transportation, Training and Evaluation, and Product Involvement), the youth and senior volunteers have truly been learning how to operate their joint enterprise at The Barn. The IEDP Policy Board held meetings at Clemson University in October and on the de la Howe campus in June to monitor the program's progress. Evaluative sessions held with all three groups of participants -- youth, senior volunteers, and staff -- in December and January revealed areas that are working well and areas that need improvement. Results from these evaluations will aid program growth, development, and achievement.

At the time this Annual Reporting period ended, Howe-To Industries was embarking on an experiential Summer Production Program to ensure continued development and manufacture of products for The Barn. The creative minds of all Howe-To Industries participants yielded a variety of new and successful products for The Barn's country market.

Forty-six senior adults equally representing longtime residents and new retirees in McCormick County were actively engaged as Howe-To Industries volunteers at the end of June. After contributing 3,850 volunteer hours, sharing skills and experiences with

youth and each other, and building a special community spirit, our senior volunteers have enhanced all the program areas of John de la Howe School.

RESIDENTIAL AND TREATMENT SERVICES

Cherry H. Brown, Director

The 1993-1994 school year has been challenging and a time for learning through experimentation, for staff and students. The beauty of this job is that there is always an opportunity to learn and travel in new directions.

Our youth are the lifeblood of our society so it is befitting for us as professionals and individuals to go the extra mile to bring about an environment of learning, to aid in the productivity of healthy young men and women, and to carry on our legacy.

It is becoming more and more apparent that John de la Howe School and other facilities of its kind, must continue to grow in patience, experience, better understanding, and in programming to meet the needs of our youth. Having these thoughts in mind, we have worked hard to improve various programs, rules, counseling techniques, and family participation, to become more successful as an agency.

We feel that through self-evaluations, student and family input/feedback, and challenges from the Governor, sister agencies, and the General Assembly, we have made every effort to become a more improved facility that provides efficient and quality treatment and residential services to our youth.

The John de la Howe staff traveled throughout the state to inform the public who we are and what we have to offer. We have provided in-services for schools, mental health agencies, and we have scheduled visits with various other child care agencies, private, and public. We are eager to learn things that others are doing that are working and are eager to share with them what things we are doing that have proven to be fruitful. The increase of crimes and troubled youth in the schools, homes, and society, has encouraged us to seek the best possible treatment/strategies in working with troubled youth; there are too many teens in South Carolina that need help, to have agencies refusing to share their success strategies. If any of us have the answers, there is certainly enough need for help, which we could share with everyone in the business.

We are fortunate that we can serve South Carolina citizens who are experiencing family difficulties. Our agency empowers families and helps children recognize the inappropriateness of their behavior, while providing families with the proper tools and techniques to handle situations that occur when a child returns home.

Campus Program

Lynette M. Smith, Assistant Director

We continue in our efforts in working with families. The need for family involvement in our program is stressed/emphasized to families during the exploratory visits. There is an increase in family involvement. Also, the family makeup of our population continues to change as well. We are working with a good deal of blended families, e.g., biological mother or father with stepmother/stepfather, along with siblings. We

are also seeing more grandparents who are the primary caretakers. With this diverse family makeup, we are working on being creative in facilitating our family group sessions.

Randy Faulkner, one of our Unit Coordinators, has created a Student Newsletter called "Youth Watch," which is published every 6-8 weeks. Students participate in formulating/generating the topics for the newsletter. Topics are pertinent issues that affect teens. Their involvement in the newsletter is a way of helping them improve in their academics, social skills, building relationships, and learning to address issues that brought them into group care.

This year our high school student population increased. We had three students to graduate from high school: Elizabeth, Benjamin, and Bodhi. Elizabeth (Beth) is enrolled in North Greenville junior college to pursue a degree in Nursing. The other two former students are presently making decisions regarding their choices. Bodhi's plan was to enroll in a technical school for Art, and Ben's was to enter the Armed Forces.

This year our high school graduates wanted to leave a legacy to serve as a model/encouragement for their peers remaining in group care. Bodhi expressed these thoughts during a chapel service:

*When I came
I was new
Now I've settled
I am through*

*To part with no tears
To keep Memories dear
Of once a rebel
That had no fears*

*Now I've reformed
And all is O.K.
I see a better future
I see Brighter days*

*Think of life
For tomorrow does not wait
Think of love
And never hate*

*I was probably in your shoes
At least for a day
But now I walk in new ones
That can go a long way.*

*So when troubled times
Beckon at your door
Fight them with righteousness
Till you can't fight anymore*

*And when one is your enemy
Look them in their eyes
Try and set an example
Teach them some pride
But never too proud muse we be
Because our very pride could be our folly*

*Act with respect
To one and all
Respect is the key
To getting along*

*Never lay off
What can be done today
Because in the end
It will all pay*

All students participate in activities that offer a climate to build their strength, social, and coping skills. Such activities include Teen Institute, Teen Leadership Connection, and summer camps, e.g., Camp Sertoma. Other areas of participation include working with the Special Olympics in Greenwood, South Carolina, and Adventure Based Counseling in Ropes Course.

We are becoming more community-oriented. Examples of our community involvement include providing training through an internship for students in the Human Services field; orienting Greenwood, South Carolina, physicians in family practice about community resources; and giving other agencies tours of the campus. We also continue to provide parenting classes to families in McCormick County, as requested by Department of Social Services.

E. F. Gettys Infirmary
Mary R. Stackhouse, R.N.

As in previous years the infirmary has continued to grow and continues to be a source of health care, information, and communication for the students, families, and staff of John de la Howe School. Last October, Ms. Betty Cherry joined the infirmary staff as a certified nursing assistant. Ms. Cherry, along with Mrs. Bowie, our other nursing assistant, and Mrs. Stackhouse, the head nurse, provide first aid care, emergency services, and a vital link for communication to both the Wilderness and campus program.

To keep abreast of the latest issues and information the infirmary staff participated in several conferences and seminars. Mrs. Bowie and Ms. Cherry attended classes in First Aid and CPR and a seminar on stress in the work place. Mrs. Stackhouse attended a workshop to update her skills as an American Red Cross CPR and First Aid trainer, and through the year she instructed several classes. In recognition of our efforts, the Greenwood Chapter of the American Red Cross presented the school with a framed certificate citing the number of American Red Cross classes conducted at John de la Howe School over the last year. Mrs. Stackhouse also attended workshops on stress in the work place, Attention Deficit Hyperactive Disorder (ADHD) and Learning Disabilities, Depression and Posttraumatic Stress Disorders, and Quality Assurance.

To keep families more involved in their children's care, Mrs. Stackhouse communicates with families about their child's physical, emotional, and dental care. She encourages families to take an active role in their child's well-being and provides necessary medical referral and follow-up prior to admission and after discharge. Because several of our students take prescribed medications on a daily basis and have special health needs, it is necessary for Mrs. Stackhouse to talk with physicians and psychiatrists all over the state of South Carolina. This ongoing communication helps to assure that our students receive the most consistent and appropriate care to meet their individual needs. Mrs. Stackhouse and her staff also provide students written information, counseling, and mini workshops on STDs, asthma, teenage pregnancy, fitness and diet, and personal hygiene to encourage healthy development and attitudes. In compliance with OSHA guidelines, Mrs. Stackhouse trains employees on the Agency's Blood Borne Pathogens policy and administers Hepatitis B shots to designated employees.

Because we realize knowledge of community resources and community involvement is important for both the Agency and the students we serve, the infirmary staff networks and communicates with local physicians and health care agencies. Mrs. Stackhouse is currently a member of the Board of Visitors for Abbeville Memorial Hospital. This appointment has allowed her to meet new and perspective physicians for the area and to obtain more knowledge of what the hospital has to offer for the community. We know that we serve a diverse group of students and families. Therefore, the Infirmary Staff will continue to strive to provide the most beneficial health services to the students and staff of John de la Howe School.

McKissick Memorial Chapel
Doug Kauffmann, Chaplain

The regular activities of worship and Bible study remain the focal points of meeting the spiritual needs of our students and staff. A worship service is held in the dining hall of the Wilderness Program each Sunday at 8:30 a.m. A worship service is conducted for the campus community in the McKissick Memorial Chapel at 11:30 a.m. each Sunday morning. The highlight of these chapel services is that each week a different cottage takes responsibility for providing worship leadership through prayers, essays, music, and drama. Regularly, special Sunday evening services are held to welcome guests to our campus. This past year, we invited several church and college-age groups to provide inspirational messages and music, including the Lander University Baptist Student Union Ministry team. During the school year, volunteers from Erskine College teach Sunday School for the students who choose to attend. Weekly small group Bible studies and devotions are held for our counselors and students to encourage them in their spiritual and personal growth.

Our Chapel Choir continues to be a highlight of our Chapel Program. Mr. Ed Rich, our dedicated volunteer who has been coming to John de la Howe School for nine years, again directed our Chapel Choir. We had 20-30 students involved during the year. Along with leading the music program at our weekly chapel services, the Chapel Choir sang in various area churches, nursing homes, and community events, including a Christmas concert at Savannah Lakes Village in McCormick County for the West Carolina Rural Telephone Cooperative.

A charter member of our Chapel Choir is a student named Beth who lived at John de la Howe School for six years. Beth graduated from McCormick High School and left de la Howe in June 1994. She is now attending North Greenville College. During a chapel service Beth reflected on her years at John de la Howe School and offered encouragement to our students with these words:

I guess what I am trying to say to you this morning is, life is only what you make of it. I ask you to open up your hearts today and give God and de la Howe a chance. You'll never know how wonderful de la Howe really is until you stop looking at de la Howe as a children's home and start looking at it like your second home. If you maintain your grades and set goals for yourself, you can go a long way in life. But if you start something and never finish it, you'll always end up right back where you started. I would like to thank all the staff at de la Howe and all my friends for pushing me to be my best.

Counseling ministry is offered by the Chaplain to our students. Approximately eight to ten students participate in weekly counseling sessions, and the Chaplain meets with other students to discuss spiritual needs and crisis issues. The Chaplain also meets weekly with individual cottages to discuss the development of personal values and making ethical decisions. The Chaplain and campus nurse, Mary Stackhouse, also leads weekly small group Rational Behavioral Therapy sessions.

Over the years, the staff at John de la Howe School has sought to be sensitive to the changing needs of our students and their families. This has led to the growing conviction that we must provide training opportunities and quality time for our students and their families to strengthen their communication and commitment to each other. Spearheaded by the decision of our Board of Trustees at their April 1994

meeting, plans are in progress to renovate the "old school" building into a Family Counseling Center. The Center will provide lodging accommodations for families to stay on campus for overnight/weekend visits during which time our staff can work with families on education and therapy issues. We look forward to the facility being completed by 1997 if not earlier.

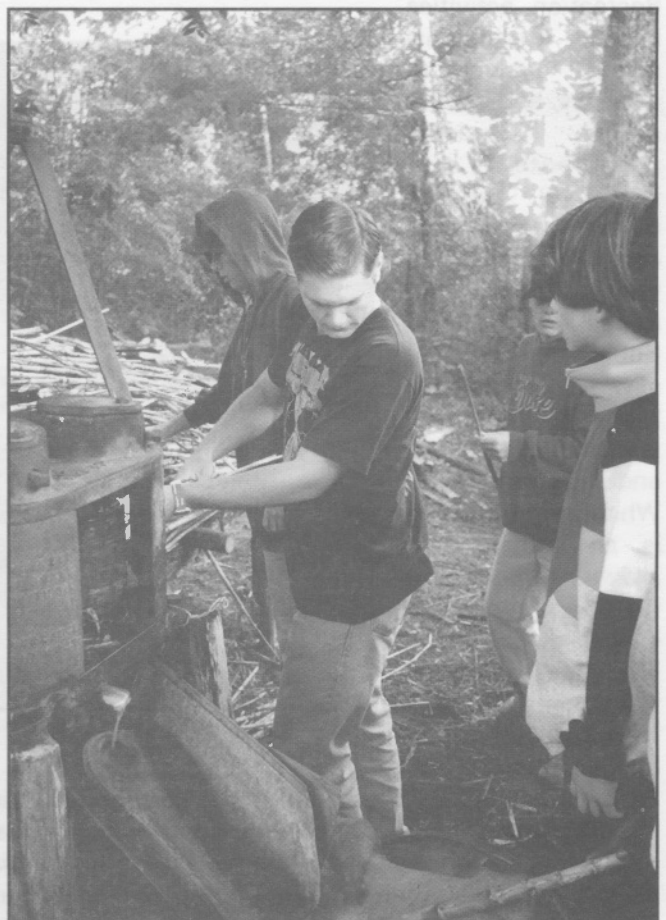
The Chaplain was also assigned responsibilities in coordinating our services to families. We want to do all we can presently to expand our care to our families. To discover the value of bringing families and students together for a training conference, we conducted a family weekend in April 1994. On Saturday, April 30, and Sunday, May 1, eight young ladies from Lethe and Hessie Morrah Cottages and their families participated in a "Building Family Strengths" Conference at Hickory Knob State Park.

The "Building Family Strengths" curriculum guides families in identifying and building on their strengths in the areas of commitment, family wellness and values, communication, appreciation for each family member, time together, and the ability to cope with stress, conflict and crisis. At the end of the weekend, families and staff had an opportunity to evaluate their time together. Everyone was extremely pleased with the learning, open communication, and relationship building that occurred, and the families encouraged us to provide similar opportunities.

Activities Therapy Program Don Ross, Coordinator

This year the Activity Therapy Program renewed its commitment to making all activities more therapeutic. By using group processing and individual counseling in every session, we are striving to make all work and recreational activities beneficial to the emotional, and physical well-being of the children in our care. Group process involves trained staff members who guide open discussions of activities so positive peer pressure is exerted on the members of the group. By peer confrontation and analysis, the child can be taught to differentiate between rationale and irrational decision and thoughts. The peer group often chooses discipline for its members as a means of changing behavior. Positive aspects of the child's behavior and accomplishments are emphasized and discussed to encourage and build self-esteem. Individual counseling is effective in resolving problems for students who are more withdrawn or who have problems of a personal or embarrassing nature. Staff members are trained to look for positives, build a trusting relationship, and help the child resolve sensitive issues.

Our activities are extremely varied, adding a level of excitement and learning to each experience. Work projects centered on our new Barn sales area include crafts, clothing,

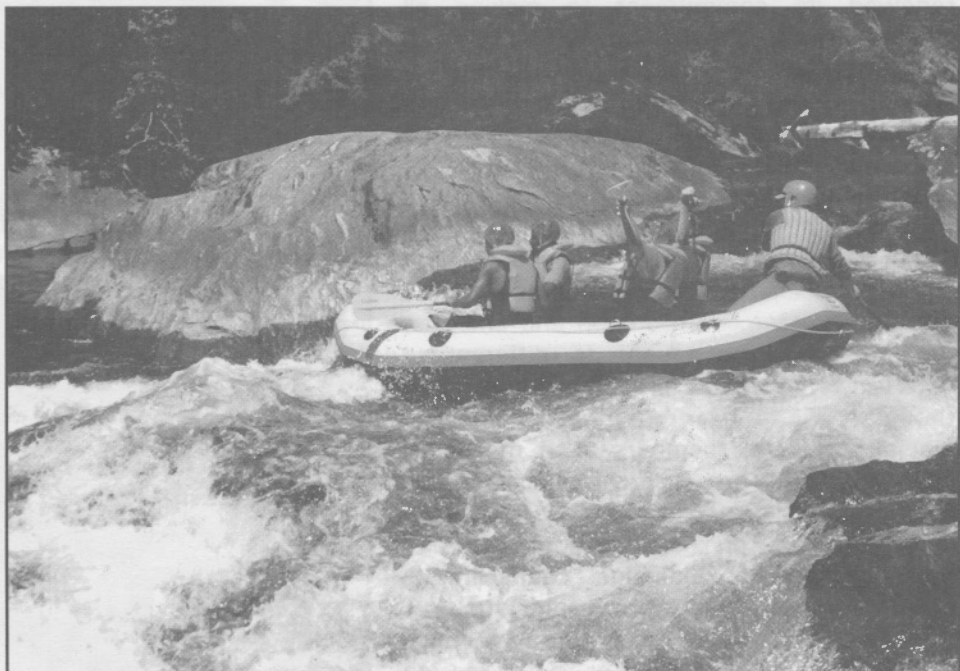


Students process sorghum that they have grown for molasses production.

food, plants, collectibles, vegetables, and mulch. The children continue to hone their entrepreneurial skills through student companies established as part of Howe-To Industries. Howe-To Industries provided each student with projects working with senior volunteers in the community through our Barn sales area. One of many company projects was the production of Sorghum Molasses. The children were involved in every step of production and sale of the product. The crop was planted and tended by the P & N Company (Palmetto and Nickles Cottages) and processed through a joint effort of the P & N and HAS (Hester and Savannah Cottages) Companies. The students participated in this historical process using antique equipment under the guidance of a senior citizen. Students had a unique learning experience and received a profit from the sale of the molasses.

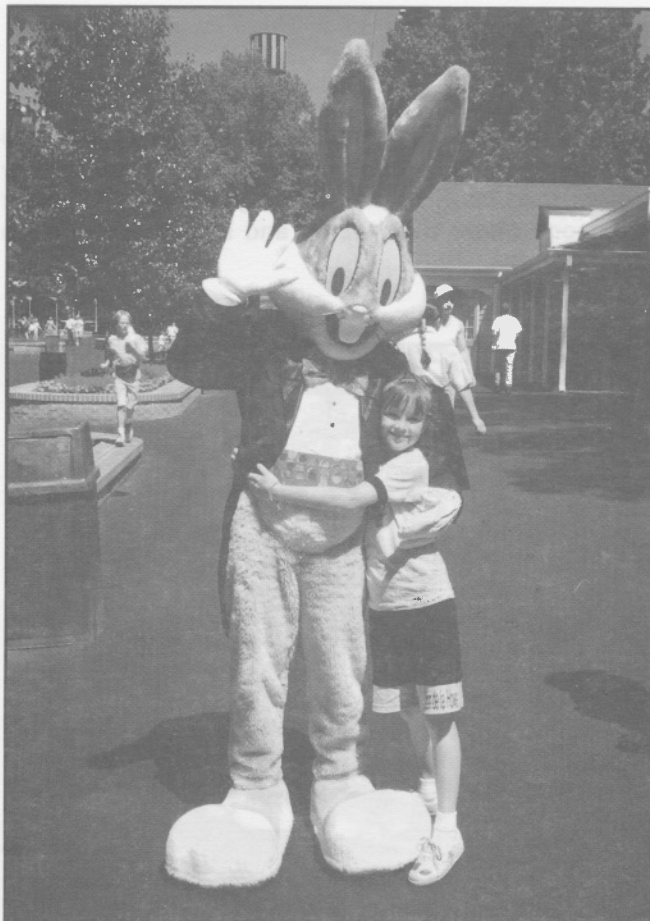
Another joint project is the greenhouse, which is run by C & C Company (Charleston and Columbia Cottages) and the Exchange Company (Huguenot and McCormick Cottages). The greenhouse is operated year round with spring and fall bedding and foliage plant production the primary goals. Students also propagate plants for the outdoor container nursery and Christmas tree farm and are responsible for the entire operation, including Saturday morning sales to the public. All production areas use Horticulture therapy techniques. We feel that the experience of developing a plant from a tiny seed to a healthy beautiful flower gives each child a chance to experience success and see rapid results of their nurturing skills. A senior volunteer also helps with greenhouse activities. Other general services performed by student companies on campus include landscaping, grounds maintenance, animal husbandry, vegetable production, catfish production, and our fruit orchard.

Recreation activities include traditional sports, adventure activities, and special events. Students participate in intramural sports, horse riding, canoeing, white water rafting, the Ropes Challenge Course, hiking, swimming, basketball workshops, and coin and drama clubs. White water rafting is an activity that allows an adolescent the opportunity to experience thrills and challenges without the danger to which teenagers often expose themselves.



White water rafting is an exciting and challenging activity that stresses team work and cooperation.

Safety is stressed and we are happy to report that in seven years rafting, we have had no student injuries beyond the expected minor scrapes and bruises. The Ropes Course is another proven means of adventure counseling. Our trained facilitators work with cottage groups, exposing the students to stressful and frustrating situations to guide them in new methods of problem solving and social skills. Special events such as dances, carnivals, and trips to amusement parks are also part of the John de la Howe experience. This year students earned a trip to Six Flags over Georgia through good behavior



and passing their school grade.

Progress Notes each semester showed student improvement in getting along with others, decreased aggression, increased honesty, and increased problem solving and coping skills. This year, as in previous years, progress was seen as the student groups develop into a working unit and students met the goal of returning to their families and communities across South Carolina.

Left: The Six Flags trip is earned with good behavior and academic success.

Right: Horticulture therapy is an important part of the learning at John de la Howe School.



WILDERNESS PROGRAM

Tom Love, Assistant Director

The Wilderness Program continues to serve two groups of campers. The maximum number of campers per group has remained twelve. Combining the age range of the groups last year proved to be very beneficial. The younger campers have someone, other than staff, to look to for guidance. The older campers have more of an opportunity to "take someone under their wing" and help them through difficult times and situations.



Campers build structures in their campsites.

Both groups have diligently worked to maintain and refurbish their campsites. This work included designing structures, obtaining building material from the natural environment, and the actual building of the structures. This, at times, can seem as an overwhelming task as the group has to deal with behavioral issues while they try to complete their construction projects.

Campers in both groups enjoyed many different excursions both on and off campus this past year. These trips ranged from fishing and swimming on Strom Thurmond Lake to canoeing in the Okefenokee Swamp in south Georgia. The campers also learned about and helped with some control burns in the pine forest on John de la Howe School property. Forest Service employees explained to the campers the rationale for control burns in pine forests and how they are managed. The campers helped by raking fire breaks.

The Ropes Course is a favorite activity of the campers. Adventure Based Counseling activities are very effective in building group cohesion and teamwork and increasing individuals' self-esteem and self-confidence.

Staff training is focused toward meeting our campers' needs. All front line staff and supervisors received training in CPR./First Aid, Therapeutic Crisis Intervention, counseling techniques, and campsite construction. Many staff also attended other training events and conferences sponsored by such organizations as The South Carolina Association of Children's Homes and Family Services and The South Eastern Child Care Association. The Wilderness Program was fortunate that a scheduled home visit coincided with the first National Therapeutic Wilderness Camp Conference. All front line staff and supervisors attended this historic conference. Over thirty (30) wilderness programs were represented from all areas of the United States. Formal workshops and networking meetings provided valuable information sharing opportunities.

Left - Campers scout for alligators in the Okefenokee Swamp.

Below - Camper lowered from high element of the ropes course.



In September of 1993, Mr. Mark Lawrence joined the program as a Groupwork Supervisor. Mr. Lawrence has a Bachelors of Science Degree in Psychology from Florida State University and over seventeen years experience working with young people in therapeutic camping programs. His experience will prove to be a tremendous asset during the next fiscal year as funds were appropriated to expand the program to its full capacity.

EDUCATION

Education Department Administrative Staff

John F. Clark, Principal
James W. Wall, Guidance Counselor
Mary W. Storey, Administrative Support Specialist

The L. S. Brice School, located on the campus of John de la Howe School, consists of a faculty and staff of twenty-seven employees. This includes the Principal, a Guidance Counselor, a Media Specialist, eighteen certified teachers, one Administrative Support Specialist, four Teacher Assistants, and a Custodian. During the 1993-1994 school year, the school had an average daily attendance of one-hundred eight students in grades 1-10. Twelve students in grades 11-12 attended McCormick High School.

The goal of the Education Department is to provide an accredited, appropriate, educational program for the students placed at John de la Howe School. Our major objectives are to provide an accredited educational program, appropriate counseling services, appropriate vocational services and counseling, special education classes, and remediation classes for those failing to meet the prescribed standards of the Statewide Testing Program.

The table below indicates the percentage of students meeting the standard on the BSAP/Exit Exam (Spring 1994).

Grade	# Tested	Reading	Math	Writing
1	1	100.0	100.0	N/A
2	1	100.0	100.0	N/A
3	0	N/A	N/A	N/A
6	11	N/A	N/A	54.5
8	24	59.1	36.4	68.2
10	9	77.8	44.4	100.0

The table below indicates the percentage of students who met the EIA standard on the Stanford 8 (Spring 1994).

Grade	# Tested	Reading	Math
4	3	33.3	00.0
5	6	83.3	33.3
7	21	86.0	60.0
9	25	52.0	72.0

We were very proud of several of our students for their performance on the Stanford 8. We had four

students in grade seven who scored at or above the 75th national percentile in reading, with two scoring above the 90th percentile. Seven students in grade nine scored at or above the 75th national percentile in reading. Two students in grade seven scored above the 75th percentile in math with one scoring above the 95th percentile. Five students in grade nine scored above the 75th percentile in math with two scoring above the 90th national percentile. We also had two seventh grade students who scored above the 95th percentile on the complete battery of tests and one ninth grader at the 90th percentile. We were also extremely proud of our English Department for their continued high performance on the Writing portion of the BSAP/ Exit Exam. For the fifth straight year 100 percent of the students in grade ten met the standard.

Being a residential and treatment facility where our major objective is to successfully graduate students from our program and to return them to their families, schools, and communities, we feel that it is important that these students receive the same type academic instruction that they were receiving while attending their home school. Therefore, we chose to be involved in the statewide testing program to insure that proper placement in classes for these students will occur during their stay at de la Howe as well as their home schools when they graduate our program.

Most of the students who attend John de la Howe School are at-risk of dropping out of school. One of the major risk factors that we see in our students is that they are performing about two years below grade level. Our test scores are not high but we feel that we offer all of our students an opportunity to remain in school and the opportunity to find success in an educational setting.

During the 1992-93 school year, the L. S. Brice School began its quest to move into the technological age by purchasing a file server, five workstations, and a variety of software with funds received through grants. During the 1993-94 school year the School made great strides in this direction with additional hardware and software purchases. Using Chapter I funds, we purchased ten workstations for our academic classrooms and a networked CD-ROM system through State Library Institutional Services funds. Mr. Adams, Information Resource Consultant, Mr. Clark, Principal, and several faculty members also received a matching grant of \$35,000 from the Self Foundation to purchase an integrated software package from Wasatch Education Systems.

Throughout the school year the students were involved in a variety of outside or extracurricular activities. These activities include boys' and girls' basketball and softball, soccer, field trips, student government, yearbook staff, art and writing contests, and dances to give the students a well-rounded education.

The students were recognized for outstanding performances in academics and citizenship through positive reinforcers such as good conduct treats on Fridays and special privileges and trips for making the academic or good conduct honor roll. Students also received special recognition for their achievements and accomplishments in individual classes during the school's Honors Day Program. To emphasize academic excellence, the students in each grade with the three highest academic averages received medals during our Honors Night Program for their accomplishments. Students who scored above the 75th percentile on the Stanford 8 received certificates. On a final note, Mrs. Mary Storey, the school's secretary and receptionist retired at the end of the academic year. She served in this capacity for more than eighteen years and will surely be missed.

BUSINESS AND SUPPORT SERVICES

George H. Young, Jr., Director

The department consists of four divisions; each has a coordinator that reports to the director. Mrs.

Linda Hodges serves as secretary to the director, procurement officer and coordinator of support services. The divisions are accounting, personnel, purchasing and support services. Support Services consists of buildings and grounds, timberland management, motor vehicle management, laundry/supply, and dietary. This reporting period offered many challenges as we tried to provide basic needs during a time of uncertain economic growth and diminishing resources. The budget reduction made the job of providing quality child care difficult. Each component did an outstanding job using the resources available. A brief financial statement of our operating account follows this report.

Accounting and Personnel Divisions
Mary H. Cartledge, Business Manager

With more than 100 employees and a 4.1 million dollar budget, the agency is considered a small/medium state agency. The Accounting Division consists of three accounting clerks, Ms. Pat Searles, Ms. Janice Lyons, and Ms. Rachel Fitzpatrick. We are responsible for all the fiscal needs of the agency, including all accounting and bookkeeping functions. We work with the Comptroller General's Office, State Treasurer's Office, and State Auditor's Office to ensure that proper financial guidelines are followed, as well as, implementing the rules and policies of the State Insurance Program, State Personnel Program, State Retirement Program and other employee benefit programs.

The personnel division handles all personnel matters in the implementation of State policies, regulations and benefits. This division works closely with all departments in payroll, benefits interpretation, worker's compensation, employee leave time and job classification. The personnel division takes on added significance as the agency grows and expands. Nationwide staff recruitment for certain positions is handled through this division. Ms. Debbie Daniels, Administrative Support Specialist, ably assists with this division.

Revenue to the agency is received from many sources, including State appropriations, federal funds (ESE, LSCA, and USDA), and restricted funds (EIA), trust accounts, and The Duke Endowment. Additionally, children in placement received funds from allowance program, Social Security, Veteran's Administration, families, individuals and charitable contributors. Each source must be accounted for separately. Use of the BARS accounting system (a system written by the State Comptroller General's Office and maintained by USC Computer Services), which ties into the STARS system of the Comptroller General's Office through our computer system, has greatly increased our accounting efficiency. The agency books are audited each year by representatives of the State Auditor's Office. Federal, Restricted, and Earmarked funds play a significant role in providing additional, and much needed, services to the children in placement at John de la Howe School.

During this fiscal year Federal funds were received by the agency through Chapter I and Chapter I Handicapped of the Education Consolidation Improvement Act (ECIA); the US Department of Agriculture (USDA) and the SC State Library (LSCA). The Chapter I and Chapter I Handicapped budget totaled \$79,158. These funds provided compensatory educational programs to our most disadvantaged students in grades four through ten in the form of remedial reading and remedial math. Project funds paid 75% of the salaries and employer contributions of one remedial reading teacher, one remedial math teacher and supplies for students. The ECIA programs have been a valuable part of the total program. Through these funds, our most disadvantaged students have not only overcome many academic disabilities in reading and math, but have shown great improvements in social adjustment and self-concept. To meet food expenses this year, we received \$86,697 in funds from the US Department of Agriculture. These funds are provided based on a monthly report compiled from data supplied by counselors, dietitians, and teachers. A grant from the SC State Library, under the Book Collection Improvement, totaled \$6,000. This grant improved library services to the students of John de la Howe School by providing additional books and library resources. Our teachers' salaries were funded through Educational Improvement Act funds. This year we received funds totaling \$228,166. We are very

grateful for our various contributors, such as, The Duke Endowment, individuals, charities, and trust accounts whose funds provide clothing and activities for students who do not have any financial support.

Purchasing Department

Dorothy B. Winn, Purchasing Agent

The purchasing department provides the orderly procurement of goods and services for the operations of the agency and care of children. The department operates under the rules and regulations provided in the South Carolina Consolidated Procurement Code and the internal policies established by agency management. Because of our rural location and having to provide the variety of items because of the nature of our program, purchasing, goods and services through best possible method is essential. A policy and procedures manual is used by our managers to efficiently and economically purchase items. The agency is a member of the S.C. Association of Governmental Purchasing Officials that provides training in the procurement area.

Support Services Division

Bill C. Stirling, Coordinator

The Support Services Division exists to assist in fulfilling the overall mission by providing physical plant services and activities that enable the Agency to function daily. This division responds to the needs of the physical plant by composing its program into four different areas: the food service program, the laundry and supply program, the buildings maintenance program, and the vehicle maintenance program. We also provide an extra dimension of service promulgated by associations outside the Agency in the areas of employee and client health and environmental quality. The services include compliance with all State and Federal regulations, asbestos hazards, underground storage tanks, PCB remediation, solid waste management, recycling, air quality codes, sanitary regulations, vehicle management and certification, local fire departments, local utilities, the forestry commission, as well as monitoring controls and safety guidelines established by insurance and state fire marshall recommendations. The support services department is aware of the efforts and works in close cooperation with the Administration, the Residential and Treatment Services Department, the Education Department, the Activity Therapists, and Wilderness Program to enhance and support the total child care program of the agency. Support services personnel dedicate themselves not only to maintaining and protecting the level of daily operations but also to improve upon the logistics and future investments of the physical plant assets and growth. The Coordinator for Support Services supervises and coordinates the physical plant activities of the maintenance department, the cafeteria, (supervised by Mary Eddie Lindley), the motor vehicle operations area, (supervised by Ronnie Morton) and the laundry/supply area, (supervised by Ann Morrah); writes specifications for maintenance/construction needs and schedules maintenance staff hours, and coordinates repairs and services with contractual companies and vendors.

Our rural setting again requires a variety of services. Primary responsibilities of this area consist of maintenance of all campus buildings, water and sewer lines, the electrical system, furnaces, heat pumps and all other HVAC equipment (including new installations), security systems and campus fire protection equipment including a fire truck and fire alarm systems. Additionally, after successfully connecting to the McCormick County sewer treatment system, maintenance of the campus sewer lines and pump stations became a responsibility. Regular preventive maintenance is scheduled and documented for filter changes, fire alarm system inspections, emergency battery inspections, pressure relief valve inspections, and for extinguisher inspections.

Under the supervision of Mr. Stirling, our physical facilities are impeccably maintained by Harold McConnell, Gary Gable, Amos Hardy, Wayne Goff and E. L. "Pete" Young. The physical plant of John de la Howe School consists of over fifty buildings and is situated on 1,216 acres of land. Each day

transport activities including laundry pickup and delivery, garbage collection, food basket delivery, and recycling collection are provided to agency buildings.

The agency operates a central cafeteria on campus that provides two meals each week day, and also Saturday and Sunday dinner, twelve months a year, to all children. The cafeteria serves as a work site for several students for the Activities Therapy Program. All cottages are self-contained with staff and children preparing and eating all breakfasts, and Saturday and Sunday suppers, in their cottages. Young people in our care learn to cook and serve meals, to care for and clean equipment, and ordering food and planning menus. The cafeteria prepares meals for special occasions, including banquets, picnics, parties, off campus trips, etc., which furthers the students' experience in preparation of food and facilities for various social situations.

The dietitian, assisted by Mrs. Kat Wideman, Mrs. Gertrude Murray, Mrs. Gail Middleton, Mrs. Hattie Calhoun and the children assigned to this area, prepares the food cooking and serving. Cafeteria staff and children worked long hours getting fruits and vegetables from the campus garden canned, frozen or preserved to be enjoyed during the winter months. Additionally, the cafeteria staff is responsible for preparing food orders for distribution by the maintenance personnel to the cottages for meal preparation, and the dietitian is responsible for coordinating all food purchases for the cafeteria and cottages.

John de la Howe School participates in the U.S. Department of Agriculture's National School Lunch and Breakfast Program. A monthly reimbursement for meals served in our food service program is received from the USDA. By participating in these programs through the USDA, the dietary staff is required to receive training in food services. Various records and reports also must be maintained. This adds an important, additional dimension to the training the children receive in that they are taught the necessity of providing balanced, nutritional meals.

The motor vehicle fleet of the agency has also expanded with the growth and expansion of the program. Four Activity Therapy Program trucks, three cars, two vans, and four support services trucks, along with various farm equipment, compose this fleet. Due to this expansion, a motor vehicle management facility was established. This facility houses the farm equipment and serves as a motor vehicle maintenance shop. With assistance and guidance from the State Division of Motor Vehicle Management, this facility was established within the appropriate procedures and guidelines set out by the State and must meet yearly reviews conducted by DMVM.

The laundry area serves both the campus and wilderness programs. Services include laundering students' clothes, bed linens, bedspreads and blankets, tablecloths, napkins, etc. The supply area serves the campus by issuing all supplies, such as cleaning supplies, as requisitioned by cottages, the cafeteria, the school, infirmary, and wilderness. Additionally students, through their youth counselors, may request clothing and personal hygiene items through the supply room. Inventory records of all items are kept by the supply room supervisor. The laundry and supply area has one supervisor and additional assistance through a part-time position held by Ms. Charlie Cade. Students, through the Activities Therapy Program, are assigned to the laundry and the supply area. Work assignments through the supply area provide students knowledge and experience of proper cleaning and janitorial methods required by housekeeping duties in the Administration building.

John de la Howe School

Financial Statement

1993/94

I.	Administration	Personal Services	\$ 174,457
		Other Operating Expenses	9,363
II.	Education	Personal Services	761,572
		Other Operating Expenses	142,516
III.	Children's Services	Personal Services	1,127,422
		Other Operating Expenses	120,792
IV	Business and Support Services	Personal Services	425,120
		Other Operating Expenses	523,212
V.	State Employer Contributions	Personal Services	723,783

TOTAL OPERATING EXPENDITURES \$4,008,237

Total Number of Documents Printed

255

Cost Per Unit

\$ 1.24

Printing Cost - S.C. State Budget & Control Board (up to 255 copies)

\$ 317.18

Printing Cost - Individual Agency (requesting over 255 copies
and/or halftones)

\$ 178.50

Total Printing Cost

\$ 495.68

